***Educational Technology Leadership Internship Supervisor Evaluation Form***

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**Technology Leadership Internship Supervisor Evaluation**

**Directions**

Thank you for your supervision and mentoring of a Lamar University Educational Technology Leadership Intern. This is a service to the intern, to the profession, and the technology leadership program at Lamar University. We are asking you to complete the following Educational Technology Leadership Internship Supervisor Evaluation (ETLISE).

The ETLISE can be used to structure a final summative conversation and conference with the intern, as the culminating event of the lnternship/Practicum Experience. You are free to share the evaluation and your responses with the Interns (at your discretion) or you can just talk about it in general terms. We do need you to return it to Lamar as we will also be using this for purposes of program improvement. It is not entered as a grade for the student. In the event that there were multiple supervisors, just complete the sections applicable to the work done under your supervision.

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| **Intern Name:** | **Basic Information** |
| **Su pervisor/Mentor:** | Mr. Randall Maxwell, Principal, Vincent Middle School  (Will have signature during meeting) |
| **Site Location:** | Vincent Middle School, Beaumont ISD, Beaumont, Texas 77707 |
| **Date: July 23, 2011** | **Evaluation Definitions** |
| **Exemplary Ex** | With regard to the Tech Facilitator Standards, the intern was consistently engaged and demonstrated excellence in completing his/her activities and responsibilities. |
| **Proficient** | The intern was engaged and successful with his/her activities and responsibilities. |
| **Minimally  Proficient** | The intern was occasionally successful with his/her activities and responsibilities, but needed to demonstrate greater proficiency and skill in practicing this competency. |
| **Unacceptable** | The intern was rarely successful with his/her activities and responsibilities and needed much greater proficiency and skill in practicing this competency. |
|  | |  | | --- | | **Standard I** -**Technology Operations and Concepts** |   The Educational Technology Facilitator demonstrates an in-depth understanding of technology operations and concepts. |

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| **Criterion** | **Performance Rating** | | | |
|  | Exemplary (3) | Proficient (2) | Minimally Proficient (1) | Unacceptable (0) |
| **Technology Facilitation Performance Indicator I.A** The Technology Facilitator demonstrates knowledge, skills, and understanding of concepts related to technology (as described in the ISTE NETS-T). | Star Board Training and Technical Support- provide teacher training with on-going support to assist with proper usage and also provide on-going support for the ACE program. |  |  |  |
| **Technology Facilitation Performance Indicator I.B** The Technology Facilitator demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. | Not Complete – To Complete 3/01/12  Develop Instructional Packet – provide and include easy user instructions and helpful shortcuts for tasks that teachers do frequently.    **t** |  |  |  |
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| **Standard ll - Planning**  Educational Technology facilitators  and multiple | **and Designing Learning Environments and Experiences**  plan, design, and model effective learning environments experiences supported by technology. | | | |
| **Criterion** | **Performance Rating** | | | |
|  | Exemplary (3) | Proficient (2) | Minimally Proficient (1) | Unacceptable (0) |
| **Technology Facilitation Performance Indicator II.A** The Technology Facilitator designs developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. | Technology In-service – Develop training module and train staff on Microsoft Word, Microsoft Excel, Outlook. Also review district policies on Re-Teach, Lesson Cycle, and Blooms Taxonomy. |  |  |  |
| **Technology Facilitation Performance Indicator II.B** The Technology Facilitator applies current research on teaching and learning with technology when planning | Assist Teachers With NEO labs –  Load software and assist teacher with  the set up and utilization of the NEO labs. |  |  |  |

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| learning environments and experiences. |  |  | |  | |  | | |
| **Technology Facilitation Performance Indicator II.C** The Technology Facilitator identifies and locates technology resources and evaluates them for accuracy and suitability. | Not Complete – To Complete 3/01/12  Facilitate an Online Learning Environment - Assist teachers in creating classroom Wiki sites for classroom collaboration, feedback, and help teachers with Web 2.0 technologies. |  | |  | |  | | |
| **Technology Facilitation Performance Indicator II.D** The Technology Facilitator plans for the management of technology resources within the context of learning activities. | Computer Lab Maintenance and Software Updates – Routine maintenance so that lab can be utilized by after school tutorials and ACE Program to assure that resources are available for these learning activities. |  | |  | |  | | |
| **Technology Facilitation Performance Indicator II.E** The Technology Facilitator plans strategies to manage student learning in a technology-enhanced environment. | Assist Teachers in Updating Websites–  Assist teachers in updating their websites. Class information and syllabus can be attached to website. |  | |  | |  | | |
| **Technology Facilitation Performance Indicator II.F** The Technology Facilitator identifies and applies instructional design principles associated with the development of technology resources. | Study Island Instruction and Support – Provide training and support for teachers. Provide ongoing support for the development of these online technology resources.**C** |  | |  | |  | | |
| **TFII.B** |  | | | | | | | |
| **TFII.0** |  | | | | | | | |
| **TFII.D** |  | | | | | | | |
| Educational Technology facilitators and strategies for | **Standard III Teaching, Learning, and the Curriculum**  apply and implement curriculum plans that include methods utilizing technology to maximize student learning. | | | | | | | |
| **Criterion** | **Performance Rating** | | | | | | | |
|  | Exemplary (3) | Proficient (2) | | Minimally Proficient (1) | | Unacceptable (0) | | |
| **Technology Facilitation Performance Indicator III.A** The Technology Facilitator  facilitates technology­enhanced experiences that address content standards and student technology standards. | Integrate Technology, Research, and Problem Solving in Curriculum – Provide and install updates for QuickTime and Streaming video to be utilized with laptops and projectors. Provide assistance with Elmos, clickers, and data projectors. |  | |  | |  | | |
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| **Technology Facilitation Performance Indicator III.B** The Technology Facilitator uses technology to support learner-centered strategies that address the diverse needs of students. | ACE Program – Assist and support ACE program in strategies for integrating technology resources that support the needs of diverse learning environments. Assist with developing student lists for members of ACE program. |  | |  | |  | | | |
| **Technology Facilitation Performance Indicator III.C** The Technology Facilitator applies technology to demonstrate students' higher­order skills and creativity. | ACE Program – Assist and support ACE program in strategies for integrating technology resources that support the needs of diverse learning environments. Assist with developing student lists for members of ACE program. |  | |  | |  | | | |
| **Technology Facilitation Performance Indicator III.D** The Technology Facilitator applies technology to demonstrate students' higher­order skills and creativity. | KuderNavigator Career Assessment Testing For All 8th Graders and as Necessary for ARDs – Facilitate and test all necessary students and small group testing for ARDs. This assessment will assist in class assignments from skills & interest evaluation & aptitudes. |  | |  | |  | | | |
| **Technology Facilitation Performance Indicator III.E** The Technology Facilitator uses current research and district/region/state/national content and technology standards to build lessons and units of instruction. | Upgrade Library & Expansion – Utilize library for research findings and usage of latest technology to support integration throughout the curriculum. This provides students with more computer stations and the transition into addition electronic media. **Comments** |  | |  | |  | | | |
|  | **Standard IV — Assessment and Evaluation**  Educational Technology facilitators apply technology to facilitate a variety of effective and evaluation strategies. | | | | | | | | |
| **Criterion** | **Performance Rating** | | | | | | | | |
|  | Exemplary (3) | | Proficient (2) | | Minimally Proficient | | Unacceptable (0) | | |

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|  | (3) | (2) | (1) | (0) |
| **Technology Facilitation Performance Indicator IV.A** The Technology Facilitator applies technology in  assessing student learning of subject matter using a variety of assessment techniques. | Rosetta Stone – Provide ongoing assistance with the Rosetta Stone administration needs and student usage. |  |  |  |
|  | (3) | (2) | (1) | (0) |
| **Technology Facilitation Performance Indicator IV.A** The Technology Facilitator applies technology in  assessing student learning of subject matter using a variety of assessment techniques. | Rosetta Stone – Provide ongoing assistance with the Rosetta Stone administration needs and student usage. |  |  |  |
| **Technology Facilitation Performance Indicator IV.B** The Technology Facilitator uses technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student  learning. | TELPAS Testing– Assist with test administration. Prepare computers and students for online TELPAS testing and assist in test administration for diverse learners **Comments** |  |  |  |
|  |  | | | |
|  | **Standard V – Productivity and Professional Practice**  Educational technology facilitators apply technology to enhance and improve personal and professional practice. | | | |
| **Criterion** | **Performance Rating** | | | |
|  | Exemplary (3) | Proficient (2) | Minimally Proficient (1) | Unacceptable (0) |
| **Technology Facilitation Performance Indicator V.A** The Technology Facilitator uses technology resources to engage in ongoing  professional development and lifelong learning. | INNOVA Support and Training – Provide support and teacher training in use of INNOVA. Provide and install INNOVA on the shared drive for teacher use in analyzing TAKS student test results to create strategies and maximize student learning. |  |  |  |
| **Technology Facilitation Performance Indicator V.B** The Technology Facilitator continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. | TEAMS Support – Provide and collaborate with teachers in TEAMS grade book processes and procedures. Assist in preparing and printing reports from TEAMS. |  |  |  |
| **Technology Facilitation Performance Indicator V.C** The Technology Facilitator applies technology to increase | District-Wide Technology In-service – Develop training module and train staff on Microsoft Word, Microsoft Excel, Outlook. |  |  |  |

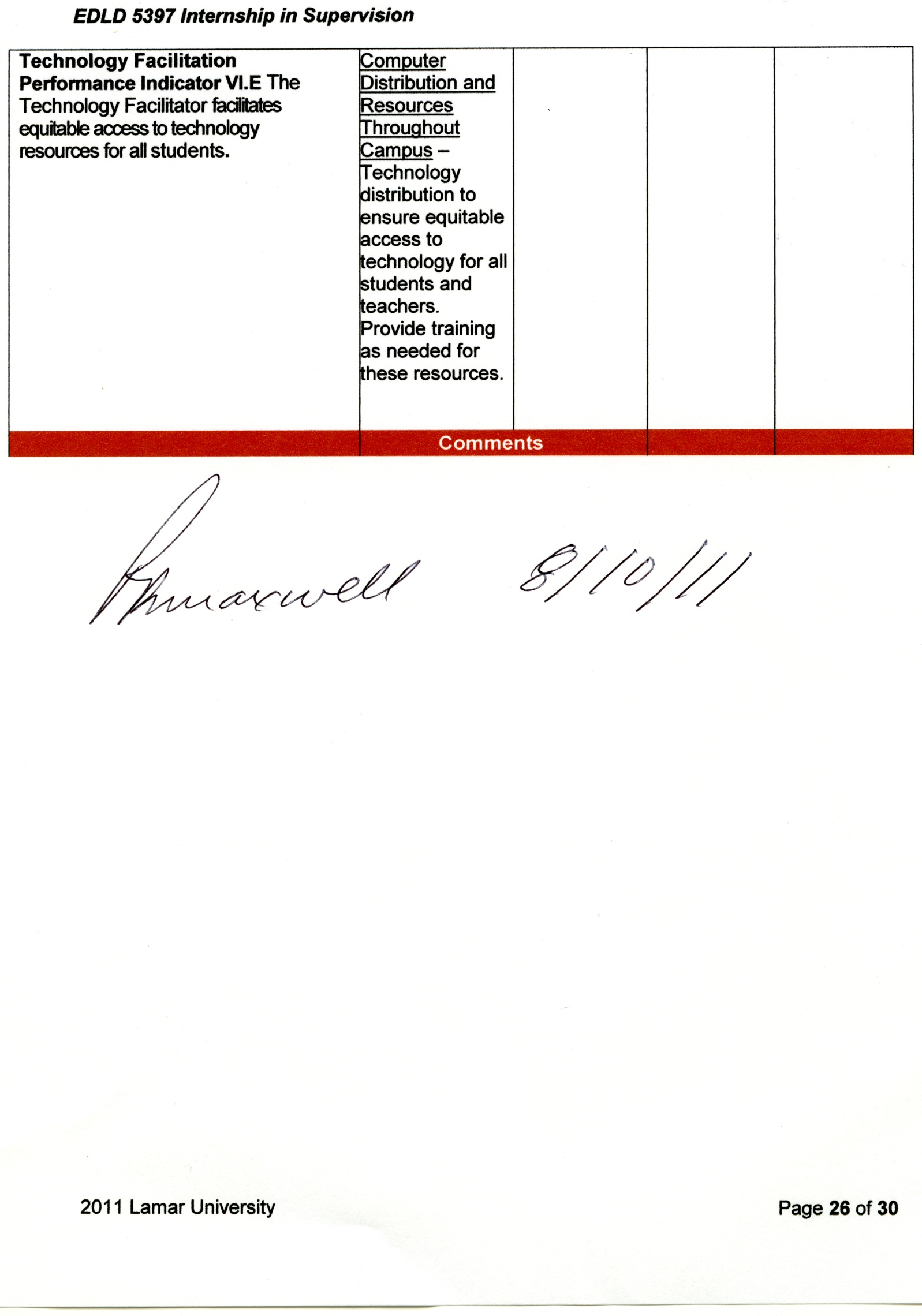
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| productivity. |  |  |  |  |
| **Technology Facilitation Performance Indicator V.D** The Technology Facilitator uses technology to communicate and collaborate with peers, parents, and the larger community in order to  nuture student learning. | Not Complete – To complete 9/01/11  Create Parent Group Email and Create Departmental Group Email – Create group email to make communication better between parents and staff. Frequent emails can be developed and sent out to specific groups. |  |  |  |
|  | **Comments** |  |  |  |
|  | **Standard VI - Ethical, Legal, and Human Issues**  Educational technology facilitators surrounding the use of technologyunderstand the social, ethical, legal, and human issues in P-12 schools and assist teachers in applying that understanding in their practice. | | | |
| **Criterion** | **Performance Rating** | | | |
|  | Exemplary (3) | Proficient (2) | Minimally Proficient (1) | Unacceptable (0) |
| **Technology Facilitation Performance Indicator VI.A** The Technology Facilitator models and teaches legal and ethical practice related to technology use. | Maintain Inventory – Maintain inventory of lease computers and printer supplies. Replenish printer supplies as necessary. |  |  |  |
| **Technology Facilitation Performance Indicator VI.B** The Technology Facilitator applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. | (CHANGE)  Create additional lab for TAKS Science PrepUtilize portable building in spring for standardized Test preparation |  |  |  |
| **Technology Facilitation Performance Indicator VI.C** The Technology Facilitator identifies and uses technology resources that affirm diversity. | ID Student Identification – Continue to produce student ID / Photo records with use of emerging technology resources of importing student district files. This procedure enforces and ensures a safe environment. Scanning ID assists with administrative functions such as library and cafeteria. |  |  |  |
| **Technology Facilitation Performance Indicator VI.D** The Technology Facilitator enforces classroom  procedures that guide  students' safe and healthy use of technology and that comply with legal and professional responsibilities | Not Complete  Create Video About CyberBullying, Internet Safety and Netiquette – Design and create a digital video instruction unit for student usage. This unit will teach internet safety. |  |  |  |
| **.**  **2011 Lamar University Page 7 of 7** |  |  |  |  |
| **Technology Facilitation Performance Indicator VI.E** The Technology Facilitator facilitates equitable access to technology resources for all students**.** | Computer Distribution and Resources Throughout Campus – Technology distribution to ensure equitable access to technology for all students and teachers. Provide training as needed for these resources. |  |  |  |
| **\*See below for my principal’s Supervisor’s signature on the last page** | **Comments** | |  |  |
| **signature on the last page** |  | |  |  |

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**Reflection**

“Expertise comes from the combination of action and reflection” (Martin et al., 2005, p. 104). “Expertise is gained as one learns to adjust the performance based on the factors and one’s experiences with them. Learning from one’s prior actions (and mistakes) is basic to the development of expertise” (Martin et al., 2005, p. 104). After having an opportunity to take the NETS-A Self Assessment, I can now create a list of strengths and areas needing further study and practice of the National Educational Technology Standards for Administrators.

As described in our text, School Leader Internship Developing, Monitoring and Evaluating Your Leadership Experience, twelve major skills are provided which help guide us for excellent leadership development.

During our EDLD 5306 Course, Teaching with Technology we prepared our Internship Plan template. After careful evaluation, I have made eight necessary changes and alterations to my original plan to help serve as guidelines for development of my leadership and administrative skills. These items will help to build my field based experience and activities in meeting the eight ISTE Technology Facilitator Standards. The following eight changes have been made:

1. TF-II.B Assist Teachers with NEO labs 12-1-10

TF-II.B Assist Teachers with Star Board software and install 4-1-11 (addition)

2. TF-VI.C ID Student Identification 6-1-11

TF-VI.C ID Student Identification (upgrade ID software 9-1-11

utilizing laptop and portable cart making system

more accessible for teachers/students (addition)

3. TF-VI.B Create additional lab for TAKS Science Prep 2-1-11 (addition)

Utilize portable building in spring for standardized

Test preparation

4. TF-I.B Develop Instructional Packet – Include quick

Microsoft Office Tips, Tricks, & Short-cuts 12 -15-11 (addition)

5. TF-II.F Study Island Instruction and Support – Provide 10-15-11 (addition)

Training in Reading Egg for Special Education

Teachers

6. TF-III.D KuderNavigator Career Assessment Testing

Include more career assessment activities for

Eighth graders and possible career speakers 4-01-11 (addition)

To stimulate college/career interests

7. TF-VI.D Create Video About CyberBullying, Internet

Safety and Netiquette (change completion date) 12-15-11 (addition) 8. TF-VI.A Maintain Inventory – Include IP Phone

installation and repair assuring that all IP phones

are in good working order for communication 9-1-11 (addition)

During the past year, I have completed many of the Technology Leadership Activities that were outlined in my original Internship Plan. My site supervisor reviewed these activities in November, 2010 and we looked forward to my completion of these activities. This would allow me to have a better understanding of the technology operations and concepts associated with the performance indicators and the ISTE technology facilitation standards. When reflecting on these field-based experiences and activities, I have to say that I gained the most leadership experience when developing a professional development in-service for our campus teachers to train them and help them better utilize the Star Boards in their classrooms. This allowed for the planning, modeling, collaborating, problem solving, guiding, and facilitating to make the Star Boards a curriculum assistance too that our teachers could easily adapt to. During the training they had the opportunity to cross over into various areas of the curriculum working with tools that could assist them in their classroom instruction. I probably learned much more about myself as a leader than the teachers during this professional development preparation and training. We allowed the teachers to complete a survey monkey evaluation at the end of the professional development training. This gave me an opportunity to reflect on the training day and by utilizing the teachers’ comments, I could take advantage of this input to also reflect using their suggestions to create a more advantageous training for the next professional development session. It is necessary to develop more as a good leader when you take time to reflect and inquire about the project, learn from others’ input, and make adjustments for the next leadership opportunity.

I feel we learn by doing and by reflection. As a lifelong learner, we continue to learn, make adjustments, reflecting critically as we go and than adapting to make us better leaders and administrators. It takes reflection, practice, and continuous learning and adaption to make us successful and the best that we can be.

**References**

Allen, J. G. (2003). *A study of the professional development needs of Ohio principals in the   
 area of educational technology.* (Doctoral dissertation, University of Cincinnati).  
 Retrieved from [*http://etd.ohiolink.edu/view.cgi/ALLEN%20JAMES.pdf?ucin105311228*](http://etd.ohiolink.edu/view.cgi/ALLEN%20JAMES.pdf?ucin105311228)*.*

Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F. (2005). School Leader Internship

Developing, Monitoring, and Evaluating Your Leadership Experience, p. 72 – 104.

National Educational Technology Standards for Administrators (2009). ISTE (International

Society for Technology in Education). Retrieved from <http://www.iste.org/content/navigationmenu/NETS/foradministrators/2009standards/NETS_foradministrators_2009.htm>.

**Strengths:**

###### Communicating Effectively

To What Extent: Proficient when making preparations, planning, and implementing a campus wide professional development session for the Star Board curriculum integration. This involved creating the training modules and the training of staff in the utilization of the Star Boards in the classrooms. Presentation groups were selected to present to informal teacher team groups.

###### Resolving Conflict and Issues

To What Extent: Proficient when making preparations, planning, and implementing a campus wide professional development session for the Star Board curriculum integration. This involved creating the training modules and the training of staff in the utilization of the Star Boards in the classrooms

###### Motivating and Developing Others

To What Extent: Proficient in Study Island Instruction and Support. I provide training and support for teachers when working with the tutorial programs in Study Island. Our campus utilized Study Island for math and science tutorials. I

###### Managing Group Processes

To What Extent: Proficient when making preparations, planning, and implementing a campus wide professional development session for the Star Board curriculum integration. This involved creating the training modules and the training of staff in the utilization of the Star Boards in the classrooms. Presentation groups were selected to present to informal teacher team groups

###### Initiating Change

To What Extent: Proficient when working through computer lab maintenance and software updates. This involves routine maintenance so that labs can be utilized by afterschool tutorials and the ACE program to assure that resources are available for the learning activities in both areas

###### Evaluating Student, Personnel, and Program Performance

To What Extent: . I provide training and support for teachers when working with the tutorial programs in Study Island. Our campus utilized Study Island for math and science tutorials. I provide ongoing support for the development of these online technology resources. The ACE program has utilized these tools for after school tutorials. The ACE program is also providing more parent involvement to keep parents informed about their students’ progress

**Needs further study and practice:**

###### Developing Trusting Relationships

To What Extent: Proficient when working through computer lab maintenance and software updates. This involves routine maintenance so that labs can be utilized by afterschool tutorials and the ACE program to assure that resources are available for the learning activities in both areas.

**Leading in the Realization of the Vision**

To What Extent: Proficient when working with computer lab maintenance and software updates. Routine maintenance so that lab can be utilized by after school tutorials and ACE Program to assure that resources are available for these learning activities. This vision was also utilized when dealing with the installation of new NEO labs and Star Boards.